

Professional Learning

Kentucky Professional Learning Standards Guidance

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Kentucky Department of Education
Office of Next Generation Learners

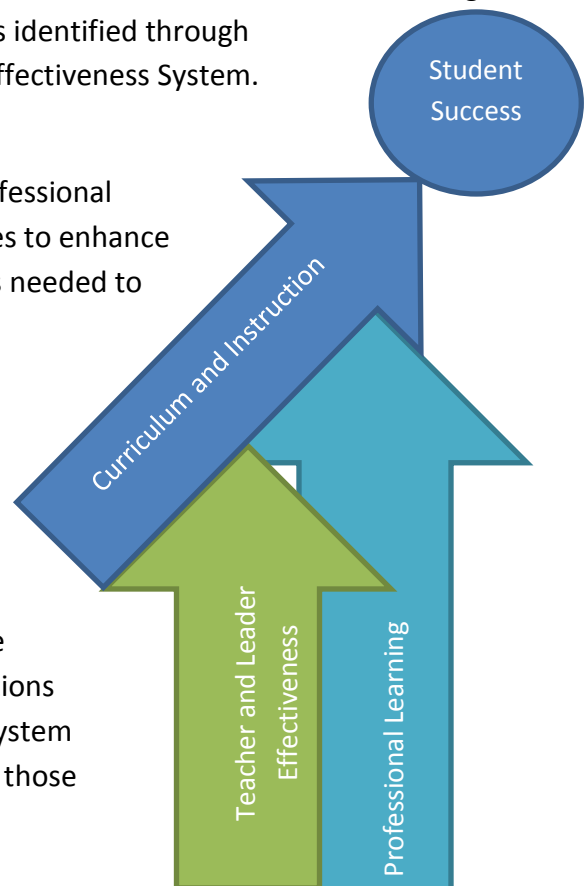
About this resource:

Professional learning for educators is moving out of the professional development workshop approach and into more authentic settings-including professional learning communities, lesson-study groups and just-in-time coaching support. This transition to job-embedded professional learning could not come at a more opportune time as educators focus on their own learning and instructional priorities, responsive to their needs as identified through the process of the Kentucky Professional Growth and Effectiveness System.

Aligning professional growth and effectiveness and professional learning systems offer educators coherent opportunities to enhance their instruction so students can meet the expectations needed to be college, career and civic ready.

In October 2011, Kentucky was selected by Learning Forward to be the Demonstration State for the nation in “Transforming Professional Learning to Prepare College- and Career-Ready Students.”

As part of this effort, a Professional Learning Task Force of key stakeholders was formed to make recommendations to policy and practice that would improve Kentucky’s system of professional learning. This resource is in response to those recommendations by the Task Force.



Professional Learning Guidance

Excellence in teaching and leadership is a career-long process. A commitment to continuous learning and development is required. Through guided decision making, evidence-driven self-reflection and honoring different ways of learning, teachers and leaders address their learning needs, improve their effectiveness and increase student results. When district and school leaders understand the importance of educators' continuous improvement, allocate appropriate resources (people, time, funds, materials, and technology) and establish collaborative cultures and support to achieve high levels of implementation, this sustained support over a substantial period of time ensures deep implementation and refined level of use and increased effects on educator practice and student outcomes. Continuous focus on implementation and refinement of professional learning eventually leads to high levels of success.

What is effective professional learning?

Professional learning is defined in 704 KAR 3:035* Section 1 as **“an individual and collective responsibility that fosters shared accountability among the entire education workforce for student achievement, and**

- a) aligns with Kentucky's Academic Standards in 704 KAR 3:303, educator effectiveness standards, individual growth goals, and school, school district, and state goals for student achievement;
- b) focuses on content, pedagogy, pedagogical content-knowledge, as specified in certification requirements and other related job-specific performance standards and expectations; and
- c) occurs among educators at school who share accountability for student results;
- d) is facilitated by well-prepared school and district leaders including curriculum specialists, principals, coaches, mentors or other teacher leaders;
- e) serves simultaneously three purposes: individual improvement, school improvement and program implementation; and
- f) occurs several times per week.”

Professional learning occurs among collegial groups of administrators and school staff who are united in their commitment to student learning. They share a vision, work and learn collaboratively, visit and review other classrooms and participate in decision making. The benefits to the educators and students include a reduced isolation of educators, better informed and committed educators and academic gains for students.

*<http://www.lrc.ky.gov/kar/704/003/035.htm>

How does professional learning differ from professional development?

Changing the name from development to learning may seem a small change, but the goal is to change the perception of educator development from one that is a passive process, removed from the daily work in schools, disconnected from student and educator standards and designed by those outside the school. Professional learning is continuous and occurs daily in schools, facilitated and designed by

educators and supported by external assistance when necessary. It is important to remember that the name is less important than the practices and results.

The meaning associated with the term *Professional Development* conveys more about the design, logistics and materials needed for learning than the outcomes of the learning for both educators and their students. It is primarily the sharing or dissemination of information, skills and strategies without the intentionality or accountability for implementation, data-based focus or expected results that the term *Professional Learning* conveys. While it is assumed that exposure to new information and ideas equals transfer to practice, the reality is, it typically does not without

- a degree of accountability for implementing new knowledge, ideas and strategies with time for reflection, analysis and feedback;
- a focus on topics, skills or strategies chosen out of a desire or need to improve practice as evidenced by observations, reflections and educator performance standards and student content standards;
- an increased expectation for professional learning results on educator effectiveness and results for all students.

Professional learning emphasizes that learning is a process that continues over time, extends into practice and expects results for both educators and students.

Professional development, typically a short-term event often focused on awareness building rather than shaping practice, may be a component of professional learning, but without intentionally following up in terms of implementation, analysis of impact and further reflection and revision, professional development may well never manifest as true professional learning.

Professional learning is ongoing, relevant and job-embedded learning for educators at all stages of career development. Professional learning provides opportunities for individual and collaborative professional study, analysis, application and reflection relevant to ongoing improvements in professional practice and student achievement.

To ensure all students meet school, college and career readiness, district and school leaders need to transform the way they approach educator learning. The shift from professional development to professional learning signals a transition from educators as passive recipients of information to educators as active partners with peers in determining and addressing their learning needs based on student learning goals and their own professional goals.

Joellen Killion, of [Learning Forward](http://education.ky.gov/teachers/PD/Pages/default.aspx), discusses Professional Learning versus Professional Development

<http://education.ky.gov/teachers/PD/Pages/default.aspx>

What are Kentucky's Professional Learning Standards? ¹

The Kentucky Professional Learning Standards delineate the research-based attributes of effective professional learning that leads to increase in educator effectiveness and student success. Each standard works interactively with others to guide planning, implementation and evaluation of professional learning. *The absence of any one standard has potentially negative consequences for professional learning's overall effectiveness and results.*

Learning Community: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility and goal alignment.

Within genuine learning communities educators experience a culture of continuous improvement, goal alignment, shared accountability and collective responsibility for student success.

Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate and create support systems for professional learning.

Leaders who include teacher leaders and school and district administrators commit to developing the capacity of others for leading and learning, advocate for effective professional learning designed to improve educator practice and student learning and create the systems and structures within schools and districts to support continuous learning.

Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring and coordinating resources for educator learning.

Effective professional learning requires an investment of sufficient resources to accomplish its goals. Leaders must monitor and coordinate all resources such as funding, staff, time, technology and materials allocated to professional learning to ensure optimal use and benefit.

Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator and system data to plan, assess and evaluate professional learning.

Planning, implementing and evaluating professional learning requires student, educator and system data. Data analysis and interpretation identify areas of need and offer evidence of progress toward established goals and of changes that result from professional learning.

Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research and models of human learning to achieve its intended outcomes.

Learning for educators occurs in multiple forms of in-person, blended and online learning. Effective learning experiences, whether formal or informal, integrate research, models and theories about learning in ways that are appropriate for the intended goals and respectful of educator learning preferences.

Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

Implementing new learning requires support that is based on change research, sustained over time and differentiated to align with educators' level of use. It includes constructive feedback designed to strengthen and refine educator practice.

Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.




The purpose of professional learning is to expand, strengthen and refine educator performance and student learning. The outcomes of effective professional learning align with student content standards, educator performance standards and goals of high-priority initiatives to build coherence between educator learning and student success.

¹The Kentucky Professional Learning Standards are based on Learning Forward Standards.

For detailed information click [Standards](#) or visit <http://learningforward.org/standards>

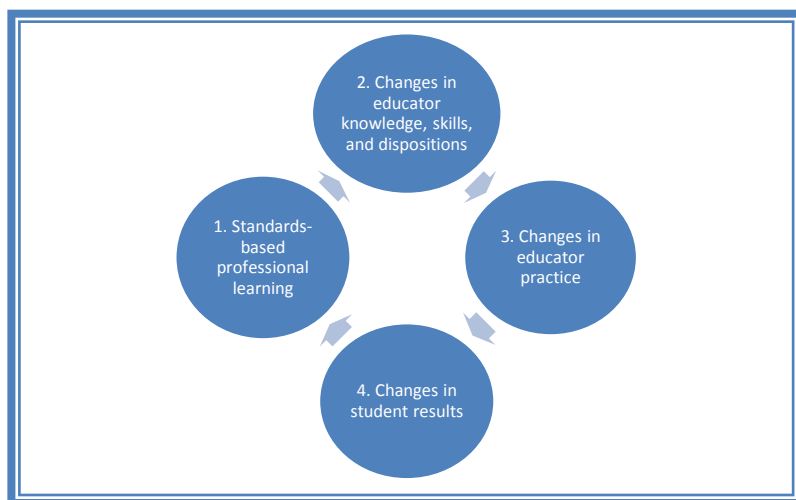
Why is professional learning essential for Teacher and Leader Effectiveness?

As a collective unit, the Kentucky Professional Learning Standards define the conditions, attributes and elements for effective professional learning, with the primary focus on educator learning that leads to successful student learning. **Professional learning serves simultaneously three purposes:**

<p>Focus on Individual Learning (alignment with individual growth goals)</p>  <p>Three questions to ask when developing a Professional Growth Plan (PGP):</p> <ol style="list-style-type: none"> 1. What do I want to change about my practice that will effectively impact student learning? 2. How can I develop a plan of action to address my professional learning? 3. How will I know I accomplished my objective? <p>Kentucky educators must consider their own individual practice, using evidence and data, in the context of those components and indicators of effectiveness in The Framework for Teaching. When educators identify areas for growth, develop their own relevant and purposeful growth goals and are given support to pursue the goals, then greater educator effectiveness occurs and student learning is a potential outcome.</p>	<p>Fosters Team Collaboration for School Improvement (alignment with team and school improvement goals)</p>  <p>Patterns and trends in student data often point to particular strengths and needs across grade levels or a school. These are issues that the Comprehensive School Improvement Plan (CSIP) addresses. A school's professional learning plan is embedded and reflected in the CSIP.</p> <p>Each professional learning plan shall contain: clear statement of school or district mission; evidence of representation of all persons affected by the plan; needs assessment analysis; objectives focused on the school or district mission, derived from needs assessment, and that specify changes in educator practice needed to improve student achievement; and a process for evaluating impact on student learning and improving professional learning, using evaluation results.*</p> <p>*704 KAR 3:035 annual professional development plan Section 3 (1)-(5). http://www.lrc.ky.gov/kar/704/003/035.htm</p>	<p>Impacts Program Implementation (alignment with state, district, and school improvement goals and initiatives)</p>  <p>Implementation of new or different standards, curricula, practices, policies and programs are opportunities for more widespread and systemic professional learning experiences. District, regional and statewide initiatives can benefit from coordination of opportunities for sharing and providing feedback, while also moving more students toward success.</p> <p>Professional learning coordinators in each district are available to provide technical assistance to the school council or personnel in ways such as assisting with needs assessments, analyzing school data, planning and evaluation assistance and coordinating activities.</p> <p>*KRS156.095(3) http://www.lrc.ky.gov/Statutes/statute.aspx?id=43487</p>
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What is the relationship between teacher effectiveness and student results?²

1. When professional learning is standards-based, it has greater potential to change what educators know, are able to do and believe.
2. When educators' knowledge, skills and dispositions change, they have a broader repertoire of effective strategies to use to adapt their practices to meet performance expectations and student learning needs.
3. When educator practice improves, students have a greater likelihood of achieving results.
4. When student results improve, the cycle repeats for continuous improvement.



Learning Forward 2012

This cycle works two ways: If educators are not achieving the results they want, they determine what changes in practice are needed and then what knowledge, skills and dispositions are needed to make the desired changes. They then consider how to apply the standards so that they can engage in the learning needed to strengthen their practice.

Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards. (Kentucky Outcomes Standard for Professional Learning)

The Continuous Instructional Improvement Technology System (CIITS) links with educator and student

"The Continuous Instructional Improvement Technology System will connect standards, electronically stored instructional resources, curriculum, formative assessments, instruction, professional learning and evaluation of teachers and principals in one place, thereby improving instructional outcomes, teacher effectiveness and leadership." –Terry Holliday, Ph.D.

*Kentucky Commissioner of Education
on the vision for CIITS*

databases to manage and increase access to professional learning. The system contributes to equitable access, efficiency and accountability for professional learning. The Educator Development Suite (EDS) and the Instructional Management System (IMS) use student, educator and system data to inform decisions about needs, content, designs and effects. CIITS offers differentiated learning for experience, background, learning preference and other factors that influence student and educator learning.

[Kentucky Learning Model for College and Career Readiness.pdf](#)

Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring and coordinating resources for educator learning. (Kentucky Resources Standard for Professional Learning)

²Standards for Professional Learning (2011) page 16

Who shares responsibility for effective professional learning?

The work of defining responsibility begins with establishing policies that set high expectations and provide the support necessary to achieve them. So, teachers, principals, school councils, district leaders, school boards, educational cooperatives, third- party providers, institutions of higher education, professional associations and state education agencies all have a role.

The chart below offered in a blog post by Stephanie Hirsh, Executive Director of Learning Forward may help to start the conversation at the local district/school level to transform **professional learning policies**.³

Not only...	But also...
Requiring professional learning as a core component of every newly adopted initiative and program,	Developing a comprehensive system to support effective professional learning.
Adopting a definition and Standards for Professional Learning,	Assessing the implementation of the definition and Standards for Professional Learning.
Some support and/or resources for professional learning,	Significant investments in resources and support for implementing state and district priorities.
Occasional days set aside for professional learning,	Time embedded in the school day and calendar year for educator collaboration and support.
Setting annual requirements in days or hours for educator engagement in professional development,	Requiring educators to collect evidence demonstrating improved practice and student results.
Registering third-party professional learning providers,	Establishing more stringent requirements so third-party professional learning providers use evidence to demonstrate impact of their services.
Seeking occasional input from stakeholders,	Establishing formal feedback and advisory systems to tap expertise and insights of educators, especially those with primary responsibility for implementing initiatives.

Consider how the local school/district measures up on the seven policy shifts by using this number system to determine a score for the school/district that can inform future policy work.

- 3 - The “But Also” category defines our current system.
- 2 - Our policies are moving closer to the “But Also” side.
- 1 – The “Not Only” category is most characteristic of our policies.

Score ranges and how they inform future policy work regarding professional learning-

Score of 18-21 Policy and decision makers are doing good work!

Score of 14-17 Feel good about being on the right track and recognizing what is essential for professional learning to achieve better outcomes.

Score of 10-13 Write a plan on possible steps to take in the next few months to address required policy shifts.

Score of 7-9 - Seek some help from others who have the policies in place viewed as important.

Score of 7- It's time to focus on policies. Convene stakeholders and study the resources available such as...

Stephanie Hirsh, Executive Director, [Learning Forward](#)

³ “More of This and Less of That: How Do You Score?” *Learning Forward PD Watch*. Education Week TEACHER.org, n.d. Web. 22 Jan. 2014.
http://blogs.edweek.org/edweek/learning_forwards_pd_watch/2014/01/more_of_this_and_less_of_that_how_will_you_score.html

A Roles and Responsibilities Chart for consideration is found in Appendix A of this resource.

Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate and create support systems for professional learning.
(Kentucky Leadership Standard for Professional Learning)

Full implementation of a professional learning design requires that leaders and learners have a long view that includes follow-up and long-term support to yield refined levels of use of the learning. Professional learning plans that integrate intentional focus on sustaining implementation spread differentiated support for implementation over three to five years and incorporate coaching, feedback, extended learning and formative assessment.

An example of a tool available to district leadership teams is configuration maps that support the four pillars of reform in Kentucky. Those pillars include Highly Effective Teaching and Learning, Leadership, Standards and Assessment Literacy.

The Kentucky Department of Education, Appalachia Regional Education Laboratory and Learning Forward collaborated with representatives of district leadership teams (educators including superintendents, curriculum and instructional specialists, school coaches and teachers) on the development of these Innovation Configuration maps to inform how to best assist and support educators' successful use of new practices.

http://www.learningforward.org/docs/default-source/commoncore/kyccss_icmaps.pdf?sfvrsn=2>

Planners, leaders and others facilitate and support learners to select and use learning designs appropriate to the learning goals and learner preferences. Learners ultimately are responsible for implementing the professional learning. Giving choice and voice to educators in their professional learning designs empowers educators, respects their professionalism, and provides autonomy (Knight, 2011).

How do Kentucky's standards and definition for professional learning support mentoring and induction for new educators?

Currently, educators receive mentoring and support in their first year of teaching through the Kentucky Teacher Internship Program (KTIP). Beginning educators are assigned a Teacher Educator at their college as well as a mentor in the district they teach. There is no requirement for mentoring beyond the initial year; however, Kentucky is developing a multi-year mentoring model to improve educator practice. Research shows that quality, educator induction experiences that include individualized mentoring and time to reflect on their own practice as well as professional collaboration are necessary for effective teaching (Smith and Ingersoll, 2004). The induction model being developed by Kentucky includes a rigorous mentor selection process and ongoing professional learning for mentors who provide specific guidance for new educators to support their instructional growth in the second and third year. New educators receive feedback and job-embedded professional learning focused on content area standards, classroom observations and student work.

How are novice educators supported to become highly effective?

How are educators in new roles supported?

How long does mentoring support last?

What is included in the induction program for staff members?

How does mentoring and induction align with both system-wide goals and individual educator needs?

How do educators plan, implement and evaluate professional needs?

The table below identifies the **seven steps** for planning, implementing and evaluating professional learning. These steps are applicable for use by individual educators (**Professional Growth Plans**), teams, school leadership teams and district leadership teams (**Professional Learning Plans**).

Develop Short- and Long-Term PL Plans		Tasks	Relevant Kentucky Standards for Professional Learning
To plan, implement and evaluate effective professional learning, individual educators, school-based learning teams, school leadership teams and/or district leadership teams		To accomplish each step, individual educators, school-based learning teams, school leadership teams and/or district leadership teams . . .	<ul style="list-style-type: none"> • Learning Communities • Leadership • Resources • Data • Learning Design • Implementation • Outcomes
Step 1	Analyze student learning needs	<ul style="list-style-type: none"> • Gather and analyze multiple forms of student data. • Identify trends, patterns and areas of need. 	Data Standard
Step 2	Identify characteristics of the classroom, department, school and district community	<ul style="list-style-type: none"> • Gather data about the learning community. • Identify the features of the community (e.g., culture, processes, resources, etc.) that influence student, educator and system learning. 	Data and Learning Communities Standards
Step 3	Review student growth and school and district improvement goals	<ul style="list-style-type: none"> • Review school and district SMART goals for student learning. • Identify the focus for educator learning. 	Outcomes Standard
Step 4	Develop educator professional growth/learning goals based on steps 1-3	<ul style="list-style-type: none"> • Develop teacher professional growth goals for Professional Growth Plan. • Develop professional learning goals for school/team focus. • Use knowledge, aspirations, skills, attitudes and behaviors (KASAB) needed to help write goals. 	Data and Outcomes Standards
Step 5	Study available research and evidence-based professional learning options.	<ul style="list-style-type: none"> • Identify research- or evidence-based practices. • Explore available professional learning related to goal(s). • Use resources. 	Learning Communities, Leadership, Resources, Learning Designs, Implementation, Outcomes Standards
Step 6	Create the professional learning plan.	<ul style="list-style-type: none"> • Identify the learning experiences to achieve goals. • Develop strategies for applying and refining learning over time. • Identify indicators of achieving the goal(s). 	Learning Communities, Leadership, Resources, Data, Learning Designs, Implementation, Outcomes Standards
Step 7	Implement, evaluate and sustain the professional learning.	<ul style="list-style-type: none"> • Carry out the plan. • Implement learning over time. • Reflect on progress and adjust as needed. • Identify evidence of change in educator practice. • Evaluate progress and results. 	Learning Communities, Leadership, Resources, Data, Learning Designs, Implementation, Outcomes Standards

The seven steps IN ACTION for developing a plan (an example)

Example of Step 1 Analyze student learning needs

In Action

In an imaginary school system, when representative mathematics teachers, with facilitation support from a curriculum coordinator, analyze subtest and student group data, they find a particular group of students demonstrates lack of understanding in the critical area of proportional relationships. The teachers then review the district curriculum to determine which enduring learning and standards focus on this evidence. They examine student performance on prerequisites to these standards and outcomes. A more detailed analysis of performance by student groups in the related concepts and skills provides actionable information that is specific enough for planners to identify the knowledge, skills, practices and dispositions educators need to improve instruction that will impact student performance in ratios and proportional relationships.

Using data to identify professional learning needs is essential to align continuous educator growth and student success.

Example of Step 2 Identify characteristics of the classroom, department, school In Action and district community

Planners of professional learning gather information about educators and the context in which educator learning occurs from the Teaching, Empowering, Leading and Learning (TELL) survey data and other sources during the design of the learning. For example, school systems with limited resources, including time for professional learning may approach professional learning differently than systems where resources like time have been addressed. After engaging in data analysis to identify trends and patterns in student learning needs, educator learning needs and needed changes in the context, this deep analysis from Steps 1 and 2 provides a level of understanding that allows for the professional learning planning team to establish a districtwide improvement goal in mathematics with a specific focus on ratios and proportional relationships. This same process occurs at school, grade level, department and course-specific teams.

Example of Step 3 Develop Improvement Goals and Student Outcomes

In Action

Explicit goals for professional learning to achieve intended outcomes must be set as these goals inform decisions about the design of professional learning, its implementation and its evaluation. The goal of the professional learning should be stated in terms of student success; the changes in practice educators make toward the achievement of student success is the focus (see example in Step 4 below).

Key questions to answer during each step:

Step 1-What areas of student performance are meeting or exceeding expectations; are below expectations; similar/different in various grade levels, content areas, and individual classes? How did various groups of students perform?

Step 2-
What practices are educators currently using in the classroom?
How different are current practices from desired practices?
What are some characteristics of formal and informal leaders in the district/school?
What are the characteristics (e.g., embrace new practices or resist changes; support to implement new strategies) of the culture within the school system and school?

Step 3-
What results for students are desired?
What are the potential contributors to the current results and which have priority? Why?
What else must change in order to achieve the student results desired?

Effective professional learning, as defined by the Kentucky Standards for Professional Learning and supported by research, focuses on the content that students are expected to master and the performance expectations educators are expected to achieve. Once the most significant contributing factors, or causes, are clear, the goal can be written to change the current status.

Example of Step 4 Identify Educator Needs and Develop Professional Learning Goals In Action

Professional learning that increases educator effectiveness and results for all students is part of a comprehensive system of improvement, occurring continuously, and engaging educators in collaborative learning primarily at their worksite with additional opportunities outside their worksite.

School or Team Focus (example)	School or District Goal (example)
At the end of the first year, educators working in collaborative teams will deepen their own content knowledge and acquire instructional skills and practices appropriate to ratios and proportional relationships. Being mindful of and knowledgeable of the progressions of learning throughout the years that support the understanding of ratio and proportional relationships, they will be able to develop, implement, reflect on and revise common units of instruction on ratios and proportional relationships. These units will apply the newly acquired learning and engage students in using their understanding of proportional relationships to identify, model and solve problems in a variety of contexts.	<p>Throughout the units, students in grades 4-9 will respond to educator created authentic tasks around ratio and proportional relationships or students will formulate their own questions about ratio and proportional relationships that lead to inquiry and development of authentic tasks.</p> <p>On district common embedded assessments, 90% of students in grades 4-9 will achieve proficiency or above on items in the area of ratios and proportional relationships.</p> <p>The summative math assessment in grades 4-9 will show 90% of the students achieving proficiency or above on items in the areas of ratios and proportional relationships.</p>

Student learning increases when educators acquire and apply knowledge, attitudes, skills, aspirations and behaviors (practices) aligned with what students are expected to know and be able to do.

Knowledge: The information, concepts, principles and theories educators need to acquire to have the foundation for making sound decisions and implementing effective practices. *Knowledge outcomes are often called awareness building and are insufficient alone to change practice.*

Knowledge (Example)	TPGES Connection
Understanding of the concepts of ratio and proportional relationships and how the student learning in previous grade levels provides the scaffold toward this understanding.	1A Knowledge of Content and Pedagogy

Attitudes: The beliefs that support educators' commitment to continuous learning as a means to student success. Some examples are persistence, efficacy, growth-oriented, inquiry-oriented, etc. Attention to attitudes in professional learning addresses mental models educators hold, those internal theories or beliefs that drive their actions.

<i>Attitudes (Example)</i>	TPGES Connection
<ul style="list-style-type: none"> • Belief in the significant importance of this content in students' success in mathematics and beyond school • Belief that all students are capable of learning these concepts with appropriate instruction • Belief that applying mathematics concepts in authentic situations supports students' understanding and ability to transfer these concepts in life • Belief that mathematics includes productive struggle • Belief that success in mathematics means less content and deeper learning • Belief that continuous formative assessment and meaningful feedback with students promotes deep learning • Belief that by working collaboratively educators can be more effective 	3E Demonstrating Flexibility and Responsiveness 4A Reflecting on Teaching 4E Growing and Developing Professionally 2B Establish a Culture for Learning 3C Engaging Student in Learning 3D Using Assessment in Instruction 4D Participating in a Professional Community

Skills: The capacities an educator needs to achieve the intended professional learning. This is sometimes considered procedural learning or the know-how behind new learning. *Developing skills builds educators' capacity, but is often insufficient alone to promote the transfer of learning to practice.*

<i>Skills (Example)</i>	TPGES Connections
<ul style="list-style-type: none"> • Collaboration skills • Content-specific instructional skills including questioning to elicit student thinking • Unit planning skills • Reflection and self-analysis skills • Setting rigorous student growth goals • Data analysis skills 	4D Participating in a Professional Community 3B Questioning and Discussion Techniques 1E Designing Coherent Instruction 4A Reflecting on Teaching 4E Growing and Developing Professionally

Aspirations: The motivation that supports educators as they engage in learning to improve their practice and student success. *Deep change is difficult and often unsuccessful because insufficient attention is given to developing the will to succeed and providing adequate support to achieve consistent practice and results. Professional learning should extend beyond transmitting knowledge and developing skills to cultivating the desire to engage in making required changes.*

<i>Aspirations (Example)</i>	TPGES Connections
<ul style="list-style-type: none"> • Desire to increase effectiveness as an educator • Commitment to adapt instruction and content to align with the more rigorous content standards • Persistence to examine one's own practice and adjust so that all students succeed • Commitment to the professional growth of colleagues 	4E Growing and Developing Professionally 1B Demonstrating Knowledge of Students 1C Selecting Instructional Outcomes 3E Demonstrating Flexibility and Responsiveness 4D Participating in a Professional Community

Behaviors/Practices: What educators do with their learning-application of the learning and refinements to adapt and adjust the learning in unique contexts. The implementation of learning that has been cultivated through developing knowledge and skill and cultivating attitudes and aspirations that increases educators' effectiveness and student success.

<i>Behaviors/Practices (Example)</i>	
<ul style="list-style-type: none"> • Consistent use and refinement of new instructional practices until mastery is achieved • Adaptation of instructional skills to meet needs of students • Classroom environment, engagement and responsiveness to students • Daily self-analysis and collaborative analysis of practice at least once a week • Use of student work as an artifact for reflection on the effectiveness of instruction • Monthly unit planning integrating new instructional practices • Development of and reflection on the effectiveness of authentic tasks for student application of ratios and proportional relationships 	4E Growing and Developing Professionally 1B Knowledge of Students 3E Demonstrating Flexibility and Responsiveness 2A Creating an Environment of Respect and Rapport 4A Reflecting on Teaching 3D Using Assessment in Instruction 1F Designing Student Assessment



The use of KASAB is an important aspect of writing goals when targeting professional learning. *Changes in educator knowledge, attitude, skills, aspirations, and behavior are the means to changes in student learning.*

“Needs assessment” means the gathering, sorting, and analysis of student, educator, and system data that lead to conclusions regarding the needed content and learning designs for professional development in identified area related to educator performance and student achievement (704 KAR 3:035).

Steps 1-4 constitute the required needs assessment as defined in 704 KAR 3:035 and can be integrated with the needs assessment informing the Comprehensive District Improvement Plan (CDIP)/Comprehensive School Improvement Plan (CSIP) and 30-60-90 day plan for reviewing status of the improvement plan.

Example of Step 5 In Action Study Research/Evidence-based options for Guidance about professional learning

To increase the likelihood for success, planners want to integrate into the professional plan actions that are grounded in evidence or research, aligned most closely with the learning outcomes, and responsive to adult learners and the context in which their learning will take place. Studying research to choose appropriate learning designs requires thought, input and thorough discussion from those who are primarily responsible for implementing the professional learning. The decisions about the choice of a learning design are a collaborative decision with strong priority given to those who will engage in the learning and apply it in their work. Using educator input and learning preferences along with the context factors identified in Step 2 as criteria for selecting and/or designing the approach to the professional learning assures a greater likelihood of achieving the intended outcomes.

An informal approach provides designs that incorporate a wide variety of flexible, informal job-embedded learning with smaller amounts of formal professional learning to address the current level of expertise and experience of educators. Yet, when new initiatives are launched and foundational knowledge and skills built, more structure may be needed to ensure adequate support is available for implementation.

Key questions to answer in Step 5-
What professional learning designs best address the outcomes identified for educators?

What types of effective professional learning accommodate the unique features of the school or students?

What are the strengths and weaknesses of the professional learning studied/researched in order to identify the most appropriate approaches to achieve the outcomes sought?

What school, district and community support is required to make the professional learning successful?

Example of Step 6 In Action

Create the School or Team Plan

Examples of Goals	Examples of Professional learning experiences to achieve the goals	Examples of Strategies for applying/refining the professional learning over time	Examples of Indicators of achieving the goals
<p>Throughout the unit, students in grades 4-9 will respond to educator created authentic tasks around ratio and proportional relationships or students will formulate their own questions about ratio and proportional relationships that lead to inquiry and development of authentic tasks.</p> <p>On district common embedded assessments, 90% of students in grades 4-9 will achieve proficiency or above on items in the area of ratios and proportional relationships.</p> <p>The summative math assessment in grades 4-9 will show 90% of the students achieving proficiency or above on items in the areas of ratios and proportional relationships.</p>	<p>Educators will deepen their own conceptual understanding (knowledge) and acquire instructional strategies to integrate into the unit and practices (skills) e.g., application of a collaborative protocol for (1) examining student work to identify strengths and gaps in student learning and (2)observing peers teaching ratios and proportional relationships.</p> <p>Develop, implement, reflect on and revise units of instruction on ratios and proportional relationships that engage students in using their understanding of proportional relationships to identify, model and solve problems in a variety of contexts.</p>	<p>Math teams will seek opportunities for professional learning to enhance math content knowledge and pedagogical skill, with emphasis on working with special needs students, including limited English proficiency. Math teams will be provided a minimum of three hours per week for learning, planning developing and revising of a ratio and proportional relationships common units. School instructional resource specialists will work with other subject area teachers to determine how ratio and proportional relationships might have authentic connections and applications for the content of areas other than math. Team members will share leadership of the work with feedback from school resource specialists, building everyone's capacity to facilitate meaningful professional learning.</p> <p>Math teams will use the Lesson Study learning design to promote the cycle of continuous improvement for collaborative learning and planning. Colleagues and supervisors will observe and offer feedback on the degree of student engagement, the rigor of the content, the design of the lessons and the teaching methods observed. Observations are shared providing insight on the implementation of the unit and any revisions needed.</p>	<p>Completion of the ratio and proportional relationships unit.</p> <p>Observational data and/or video footage indicate explanation of content follows a clear and accurate progression, and connects with students' knowledge and experiences.</p> <p>Observational data and/or video footage indicate that during the explanation of content, the educators invite student intellectual engagement.</p> <p>Observational data and/or video footage of questioning and discussion techniques employed by educators indicate that assistance to students in formulating their own questions that lead to inquiry and authentic tasks is occurring.</p> <p>Observational data and/or video footage of class discussions of ratio and proportional relationships and their connections to other areas of study are animated, engaging all students in important content and in using their own language to deepen and extend their understanding.</p> <p>A culture of collaboration, collective responsibility, and learning will have an overall score of 80% or higher in these areas on the working conditions survey.</p> <p>Math teams can make an accurate assessment of the effectiveness of the lessons in the units and the extent to which the units achieved the instructional outcomes and can cite general references to support the judgment.</p>

Example of Step 7 Implement, Evaluate and Sustain the Learning
In Action

Implement the Learning (Example)	Evaluate the Learning (Example)	Sustain the Learning (Example)
<p>Educators reach agreement on an acceptable level of implementation.</p> <p>One tool, an Innovation Configuration (IC) map, will be used. These maps describe and define the specific practices related to an innovation so that when implementing or supporting implementers there is a common understanding about what it means to implement and what varying levels of implementation look like in practice to guide continuous improvement (Hard & Hord, 2011).</p>	<p>Educators identify what data will be collected, sources of that data (e.g., student work samples, peer observations, video footage of lessons taught and team meetings), and a timeline for evaluating the data.</p> <p>Throughout the duration of the units, revisions to the units will be addressed based on evidence in student work samples and assessments and peer classroom observations using protocols established earlier.</p> <p>Formative assessments of the professional learning with educators implementing and administrators supporting address how well the units are being implemented and identify how and why adjustments have been made.</p> <p>At the end of the units, a summative evaluation conference with the students, educators and administrators presenting evidence and conferring to determine whether the professional learning had the intended impact.</p>	<p>The value of professional learning occurs when that learning becomes routine practice.</p> <p>Educators continue to fine tune the application of the ratio and proportional relationships learning and use the collaborative learning processes (offering constructive feedback, using protocols for peer observations, and analyzing student work, etc.).</p> <p>Educators and administrators invest in deep implementation of professional learning as differentiated coaching supported by state, local and agencies conducting high-quality professional learning and extended learning is integrated into professional learning plans. Innovation configuration maps continue to be used for providing self-assessment and coaching.</p>

Steps 5, 6 and 7 specifically address the following Kentucky Standards for Professional Learning:

Professional learning that increases educator effectiveness and results for students applies research on change and sustains support for implementation of professional learning for long-term change.
(Kentucky Implementation Standard for Professional Learning)

Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes. (Kentucky Learning Designs Standard for Professional Learning)



THINK and APPLY

The sample professional learning plan outlined above concentrates primarily on the team and classroom levels. What are the necessary changes at the district and school levels for the plan to be successful? Roles at each level have specific actions and accountabilities. How will the actions of one contributor interact with others so that goals and objectives are met? For example, district staff may coach teachers as well as provide instructional resources.

How do educators assess and evaluate the quality and effectiveness of their professional learning?

Evaluation of professional learning requires formative and summative evaluation of the equity, effectiveness and efficiency of professional learning for both accountability and improvement.

In response to KRS 158.6451 (Senate Bill 163, 2010), the Kentucky Department of Education designed professional learning resources to help schools work through the process of evaluating a high-impact professional learning plan.

<http://education.ky.gov/curriculum/lit/Pages/Professional-Learning-Plan.aspx>

The documents with descriptors -

A Guide for Evaluating the Impact of Professional Learning – a process guide to be used in conjunction with the three feedback tools.

- ✓ **Tool # 1 – *Professional Learning Reflections*** – a reflection resource to capture initial reactions
- ✓ **Tool # 2 – *Follow-up Reflections*** – an early impact monitoring tool
- ✓ **Tool # 3 – *Professional Learning Outcome Reflections*** – a long-term impact tool

See Appendix B for Kentucky’s Rubric for Exemplary Professional Learning

When educators use the Kentucky Standards for Professional Learning as they plan, implement and evaluate educator learning, changes in educator practice and student outcomes are more likely to occur.

Remember three important points:

1. Each professional learning standard works interactively with the other professional learning standards to guide the planning, implementing and evaluating of professional learning.
2. The absence of any one professional learning standard has potentially negative consequences for professional learning's overall effectiveness and results.
3. Effective professional learning is embedded within a comprehensive system aligned with other school system and school improvement initiatives.

Five Questions for Improving Professional Learning

Improving both the quality and results of professional learning requires attention. Individual educators use the results of professional learning as evidence of achieving their professional growth goals. Teams of educators and school and district leadership teams evaluate professional learning to know if they achieved their goals for educator effectiveness and student results as well as to make ongoing improvements to their professional learning practice.

The questions below offer a process for ongoing, frequent assessment of professional learning. When the questions are framed to include the specific goals, they provide data to make adjustments to increase the effectiveness and results of the professional learning.

Questions:

1. What is working in our professional learning efforts?
2. How do we know? What evidence supports our responses?
3. What is not working in our professional learning efforts?
4. How do we know? What evidence supports our responses?
5. What will we do to improve both the effectiveness and results of our professional learning efforts?

How do Kentucky's standards and definition for professional learning support professional learning communities and networks?

Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility and goal alignment. (Kentucky Learning Community Standard for Professional Learning)

Professional Learning Communities and Networks rest on similar assumptions about how staff in schools and districts learn and change their practice

1. Teaching is complex, so learning throughout the career is necessary.
2. A great deal of untapped knowledge exists in schools and districts.
3. Many challenges staff face are local challenges and need to be addressed 'on the ground.'
4. Staff improves their practice by analyzing, evaluating, and making changes with peers.

Professional Learning Communities (PLC)

The term *professional learning community* describes a collegial group of administrators and school staff who are united in their commitment to student learning. PLCs create a school climate that fosters opportunities for educators to engage in professional learning and to apply their learning to problem-solve around teaching and learning issues. PLCs that are self-directed can be highly productive because educators often lead their own learning. When the actions of a PLC are dictated by others, educators are essentially part of a work team. The ultimate outcome of professional learning communities is student learning that occurs because educators are expanding, refining and revising their practices. Being a part of a professional learning community can have a positive impact on educators' work lives, their learning and improvement in practice, as well as improvement of the school.

<http://learningforward.org/docs/publicationssection/2012phase4report.pdf>

Professional Learning Networks (PLN)

Networks, collaboration and partnerships provide educators with professional learning communities that support changed professional practices in their own schools and classrooms. Today, with the advent of the real-time social networking, educators are connecting globally in ways never thought possible. Educators from around the globe can discuss and evaluate various solutions to educational challenges, share resources and ideas, discuss topics of interest, plan events and much more.



Think and Apply

"Who dares to teach must never cease to learn."-John Cotton Dana

If you participate in a professional learning community or professional learning network, share how this participation has changed your professional practice.

Reflect on the information offered in this section. What revisions, if any, are you considering to your planning for and practices of professional learning?



Resources

*In the design of this section of the Kentucky Model Curriculum Framework that provides professional learning **guidance** to schools and districts across the Commonwealth of Kentucky, the Learning Forward organization has granted permission for the use of several of their documents.

Many other resources, freely available to educators have been informed by the [Transforming Professional Learning initiative](#) which has included more than two years of on-the-ground work in partnership with the Kentucky Department of Education and with support from the Bill & Melinda Gates, Sandler, and MetLife Foundations.

LEARNING FORWARD: THE PROFESSIONAL LEARNING ASSOCIATION

<http://learningforward.org/publications/implementing-common-core>

COMPREHENSIVE PROFESSIONAL LEARNING SYSTEM: A WORKBOOK for STATES and DISTRICTS

<http://learningforward.org/docs/default-source/commoncore/comprehensive-professional-learning-system.pdf>

PROFESSIONAL LEARNING INITIATIVE ANALYSIS: A WORKBOOK for STATES and DISTRICTS

<http://learningforward.org/docs/default-source/commoncore/professional-learning-initiative-analysis.pdf?sfvrsn=4>

PROFESSIONAL LEARNING PLANS: A WORKBOOK STATES, DISTRICTS, AND SCHOOLS

<http://learningforward.org/docs/default-source/commoncore/professional-learning-plans.pdf?sfvrsn=4>

Other Works Cited

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<http://www.gtlcenter.org/sites/default/files/CreatingCoherence.pdf>

Dufour, Dufour, Eaker, and Many (2010). *Learning by Doing: A Handbook for Professional Learning Communities at Work*, Second Edition. Bloomington, IN Solution Tree Press 2010

Dufour, R. and Marzano, R. (2011). *Leaders of Learning: How District, School, and Classroom Leaders Improve Student Achievement*. Bloomington, IN Solution Tree Press 2011

Kentucky Department of Education Professional Development Standards

<http://education.ky.gov/teachers/PD/Pages/Professional-Development-Standards.aspx>

“More of This and Less of That: How Do You Score?” *Learning Forward PD Watch*. Education Week TEACHER.org, n.d. Web. 22 Jan. 2014.

http://blogs.edweek.org/edweek/learning_forwards_pd_watch/2014/01/more_of_this_and_less_of_th_at_how_will_you_score.html

APPENDIX A

Roles and Responsibilities		
Teacher <ul style="list-style-type: none"> Develop a yearly Professional Growth Plan (PGP) that aligns to district and school improvement plans and student proficiency and growth needs Select and engage in multiple designs of professional learning consistent with research that supports the PGP Support colleagues in the transfer of professional learning to the classroom 	Other Professionals (Librarians, Counselors, Speech Pathologists, etc.) <ul style="list-style-type: none"> Develop a yearly Professional Growth Plan (PGP) that aligns to district and school improvement plans and student proficiency and growth needs Select and engage in multiple designs of professional learning consistent with research that supports the PGP Support colleagues in the transfer of professional learning to the classroom 	School Administrator <ul style="list-style-type: none"> Develop a yearly individual professional learning plan that aligns to district and school improvement plans and student proficiency and growth needs Support building staff in the development of professional learning plans Ensure that all building staff are engaged in professional learning consistent with research and best practices Support colleagues in the transfer of their professional learning to their job-related responsibilities
School-based Decision Making Council <ul style="list-style-type: none"> Affirm through policy and communications the value of professional learning consistent with research and effective practices for all staff throughout their careers in support of student proficiency and growth Collaborate with education stakeholders to support and provide professional learning about the cultural context of students and families in the school community 	District <ul style="list-style-type: none"> Support district staff and building administrators in the development of professional learning plans Support colleagues in the transfer of their professional learning to their job-related responsibilities Ensure all district staff and building administrators are engaged in professional learning consistent with research and effective practices 	Professional Development Coordinator <ul style="list-style-type: none"> Develop a yearly individual learning plan, in collaboration with supervisory staff, to support specific job responsibilities and align with district and school improvement plans Select and engage in multiple designs of professional learning consistent with research and effective practices that supports individual professional learning plans

State Education Agency	Institutions of Higher Education	Third-party Providers
<ul style="list-style-type: none"> • Establishes policy and guidance to support the development of individual professional learning plans • Identifies, develops and disseminates resources to support a professional learning system 	<ul style="list-style-type: none"> • Establish expectations and provide support for aspiring and practicing educators to demonstrate proficiency in the development of professional learning plans aligned student proficiency and growth needs • Conduct and disseminate research to identify best practices to support professional learning • Identify and provide professional learning consistent with research and effective practices to support Kentucky policy and guidance 	<ul style="list-style-type: none"> • Provide professional learning consistent with research and effective practices to support Kentucky policy and guidance

APPENDIX B

Kentucky's Exemplary Professional Learning Rubric

Criteria for Effective Professional Learning (Standards for Professional Learning)	Level 4	Level 3	Level 2	Level 1
Student data (Data) How do student learning data inform determination of student learning needs?	Gathers and analyzes multiple types and sources of student data (3 or more) and explains how the data analyses determine student learning needs.	Gathers and analyzes two types and sources of student data and explains how the data analyses determine student learning needs.	Gathers and analyzes one type or source of student data to determine student learning needs.	Fails to explain how student data are used to determine student learning needs.
Educator Learning Factors (Resources, Data and Learning Community) What factors or circumstances need to be considered in the planning and implementation of professional learning?	Identifies and analyzes factors or circumstances (policies, resources, schedule, etc.) that contribute to the educator learning context and explains in detail how they are considered in planning and implementation of professional learning.	Identifies and analyzes factors or circumstances (policies, resources, schedule, etc.) that contribute to the educator learning context and explains how they influence planning of professional learning.	Identifies factors or circumstances (policies, resources, schedule, etc.) that contribute to the educator learning context.	Fails to identify, analyze, and explain factors or circumstances that contribute the educators' learning context.
Alignment of professional learning with school (CSIP) and district	Makes explicit the alignment of team and/or school professional learning with district and	Aligns team and/or school professional learning with district and school	Identifies the related goal(s) from the school or district improvement plan.	Fails to align team and/or school professional learning with school and district improvement

<p>(CDIP)improvement plan(s) (Learning Community and Outcomes)</p> <p>How does professional learning contribute to the achievement of school and/or district improvement plan goals?</p>	<p>school improvement plan(s).</p>	<p>improvement plan(s).</p>		<p>plan(s).</p>
<p>Outcomes for professional learning (Outcomes)</p> <p>What specific changes are expected as a result of the professional learning for both educators and students?</p>	<p>Develops measurable educator professional learning goals, based on student data, factors or circumstances of the educator learning context, and the school and/or district improvement plan(s), that specify changes in educator practice and student growth.</p>	<p>Develops educator professional learning goals, based on student data, factors or circumstances of the educator learning context, and the school and/or district improvement plans(s) that specify changes in educator practice.</p>	<p>Identifies topics for professional learning based on student data, factors or circumstances of the educator learning context, and the school and/or district improvement plans(s).</p>	<p>Fails to specify changes in educator practice and student growth as a result of professional learning.</p>
<p>Professional learning practices (Learning Communities, Leadership, Resources, Data, Learning Designs, Implementation, Outcomes)</p>	<p>Uses available research and evidence to select or create professional learning designs and implementation support appropriate for professional learning outcomes.</p>	<p>Selects professional learning designs and implementation support appropriate for professional learning outcomes.</p>	<p>Selects professional learning designs appropriate for professional learning outcomes.</p>	<p>Fails to use research and evidence to select professional learning designs and implementation supports appropriate for the professional learning outcomes.</p>

Standards) What professional learning designs and implementation supports are appropriate for the intended outcomes?				
Professional learning plan (Learning Communities, Leadership, Resources, Data, Learning Designs, Implementation, Outcomes Standards) What is the professional learning plan including the underlying assumptions, resources, roles and responsibilities, and adherence to the standards for professional learning to achieve the intended goals?	Creates a professional learning plan to achieve the intended outcomes that includes a logic model/theory of change or theory of action; integrates the Kentucky Standards for Professional Learning; specifies formative assessment and summative evaluation methods; defines roles and responsibilities; and allocates sufficient resources to achieve results.	Creates a professional learning plan to achieve the intended outcomes that integrates the Kentucky Standards for Professional Learning; defines roles and responsibilities; and allocates sufficient resources to achieve results.	Creates a professional learning plan to achieve the intended outcomes that integrates the Kentucky Standards for Professional Learning; defines roles and responsibilities; and identifies allocated resources.	Fails to create a professional learning plan to achieve the intended outcomes that includes a logic model/theory of change or theory of action; integrates the Kentucky Standards for Professional Learning; specifies formative assessment and summative evaluation methods; defines roles and responsibilities; and allocates sufficient resources to achieve results.
Implements plan and evaluates	Enacts professional learning plan to achieve changes in	Enacts professional learning plan to achieve changes in	Enacts professional learning plan to achieve changes in	Fails to enact professional learning plan to achieve

<p>progress (Learning Communities, Leadership, Resources, Data, Learning Designs, Implementation, Outcomes Standards)</p> <p>How is the implementation of the professional learning plan monitored and evaluated?</p>	<p>educator practice and student growth; conducts formative assessment and summative evaluation of professional learning; adjusts plan based on data; sustains differentiated and personalized support for deep implementation; and reports on progress and results to multiple audiences.</p>	<p>educator practice and student growth; adjusts plan as needed; sustains support for implementation; and reports on progress and results to multiple audiences.</p>	<p>educator practice and student growth and reports on progress and results.</p>	<p>changes in educator practice and student growth; conduct formative assessment and summative evaluation of professional learning; adjust plan based on data; sustain differentiated and personalized support for deep implementation; and report on progress and results to multiple audiences.</p>
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